

Making & Choosing Toys

With Child Care Connections

~ A newsletter within a newsletter

IMAGINE

IMAGINE A PROGRAM

- Where children are respected for their feelings
- And their desire to belong
- Where they are supported for their desire to explore
- Their eagerness to build
- To take on new challenges
- And dive in and get messy

IMAGINE A PROGRAM

- Where children are encouraged to feel powerful
- Powerful and competent in many ways
- Learning to be bold
- And show us what they know

IMAGINE A PROGRAM

- Where children can soar
- Take risks
- And engage fully with their bodies
- And their senses
- Learning how people are alike and different
- Discovering the magic and wonder of the world
- And all the ways we can connect with others
- Younger and older
- Real and pretend

IMAGINE A PROGRAM

- Where children and adults indulge in having fun
- Abandon themselves to joy
- And serious intellectual pursuits
- Where there are a variety of materials for children to use
- And show us what they understand

IMAGINE A PROGRAM

- Where teachers are emotionally
- And intellectually engaged in their work
- Where they work closely together to explore their questions and theories
- And don't shy away from voicing different opinions.

IMAGINE A PROGRAM

- Where teachers form close partnerships with families
- And welcome them to contribute to the life of the classroom.

IMAGINE A PROGRAM

- Where teachers have the resources they need
- And are given time and materials to nourish their hearts and minds

FIRST IN THE HEART IS THE DREAM. THEN THE MIND STARTS SEEKING A WAY... (LANGSTON HUGHES)

WHATEVER YOU CAN DREAM OR DARE TO IMAGINE, BEGIN IT. (GOETHE)

LET US TAKE CARE OF THE CHILDREN
FOR THEY HAVE A LONG WAY TO GO.

LET US TAKE CARE OF THE ELDERS
FOR THEY HAVE COME A LONG WAY.

AND LET US TAKE CARE OF THE ONES IN BETWEEN
FOR THEY ARE DOING THE WORK.

(NELSON MANDELA)

Reprinted with permission from Margie Carter & Deb Curtis, Harvest Resources, www.ecetrainers.com

The Child Care Information Center is a mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education.

Sponsored by the Child Care Section, Wisconsin Department of Workforce Development, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.



~ The Badger Teapot,
brewing quality caregiving
by sharing quality resources with you ~

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The Joy of Play

Five little boys stood by the corner of the building, looking into a pail. The pail was positioned at the bottom of the down spout leading rainwater from the roof of the child care center. The steady stream of water provided an ongoing supply of interesting debris as leaves and sticks pushed against each other, vying for the limited space in the top of the overflowing bucket. The boys excitedly leaned over the flow, heads together, chattering about what they saw. Periodic whoops and murmurs erupted simultaneously from the group. The boys were clad in rain gear; jackets, pants and boots. Hoods up, each boy held a stick, gesturing and pointing to the floating objects creating such interest. If the action became too tame in the pail, one of them would reach into the reservoir and stir the content. The sticks and leaves in the pail swirled faster and the boys reacted with more whoops of satisfaction.

This play lasted for over 2 hours! The little Hmong boys were so engaged in the spectacle of water current that they returned to this play and its limited equipment for four more days during outdoor play. When the sun shone again, they sought out pools of standing water and recreated the play with leaves, sticks and objects found nearby, tossing them into a single pail and stirring the water, while again gathered in a huddle to watch the action together.

I could not understand their words, but the value of the play was evident. Other children left their own play for brief periods to stop and wonder at the water play. The beauty of the situation was that staff left them undisturbed to explore the magic of this natural marvel. Staff observed and supported the play by not interfering and by allowing a long uninterrupted play time. In fact, as staff watched, they became as mesmerized by the play as the children were by the water. No adults voiced a moral to be drawn, an outcome to be reached, a product to behold, a rule to be followed. Exploration was the goal and joy was the outcome. How simple, how adequate.

Lesson to remember:

As we struggle with the complexities of providing quality child care, we must never forget the simplicities.

—Lita Kate Haddal, editor



authentic
materials

gross motor play

outdoor ionized air

repetitive play

exploration of
basic physics
principles

sensory play

self-directed play

tactile experiences

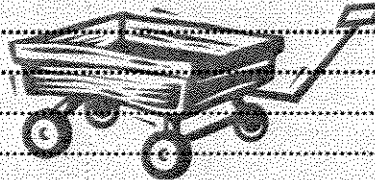
discovery play

engagement

JOY

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News & Views

In Their Own Voices: Homeless in America

By Linda Hurst, DPI

Recent natural disasters have brought the issue of homelessness into focus in our country. However, long before hurricanes Katrina and Rita, we knew that the number of homeless children and families was on the rise. A June 2001 fact sheet published by the National Coalition for the Homeless states "One of the fastest growing segments of the homeless population is families with children". The 2000 census by U.S. Department of Public Instruction estimated 17,000 homeless children and youth in Wisconsin. In a report titled "Homeless in America: A Children's Story: the Institute for Children and Poverty cited that in early 1999 forty-one percent (41%) of homeless children were under the age of five. These statistics include homeless families in both rural and urban areas.

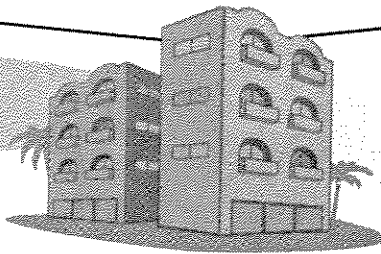
A new video, In Their Own Voices: Homeless in America, tells the story of the daily experiences of children who are homeless. You will see and hear the challenges these children have with friendships, school, and day-to-day routines. The children in the video also express their hopes and dreams for the future. This is an opportunity to learn about homelessness from a homeless child's perspective.

We encourage you to share this video with colleagues, families, and other advocates for children in your community. You can find additional information about homeless children in Wisconsin, at the following website: <http://dpi.wi.gov/homeless/index.html>

Further information from the National Coalition for the Homeless is available at <http://www.nationalhomeless.org> and free resources are also available through the National Center for Homeless Education (NCHE) at 1-800-308-2145 or <http://www.serve.org>

You are also encouraged to contact Linda Hurst, Preschool Consultant for the Education for Homeless Children and Youth Program (EHCY) at the Department of Public Instruction at (608) 266-5184 or (262) 723-6560 or by e-mail, linda.hurst@dpi.state.wi.us

(EDITORS NOTE: THIS VIDEO IS AVAILABLE TO BORROW FROM CCIC, 1-800-362-7353.)



Healthy Childcare Mental Health Series

Healthy Childcare® will devote 2006 to a series of articles on mental health. One article will appear in each of the first five issues—December-January, February-March, April-May, June-July, and August-September. The October-November 2006 issue will be a special issue devoted to mental health. All articles will appear on the website, www.healthychild.net. If you would like a printed copy of the mental health series and you are not yet a subscriber, you may want to request the issues beginning with the December issue. Ordering information appears on the website (\$20.95 for 6 issues).

RECEIVE A FREE ISSUE OF HEALTHY CHILDCARE®!!!

Send your name, organization, and address via e-mail to info@healthychild.net

Healthy Childcare® is a bright, colorful 16-page publication filled with information your classroom or center can use now. Each issue includes information on health, safety, medicines, staff health, health education activities, illnesses, and more; including reproducible parent information sheets and mini-posters. Edited by the American School Health Association's Council on Early Childhood Health Education and Services, each issue contains articles from nationally recognized early childhood professionals, pediatricians, nurses, registered dietitians and others. Features include:

- Nutrition Action
- In Sickness & Health
- Medicine Chest
- I Am Amazing
- Safety First
- Health & You
- Hip on Health

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Q & A FROM HEALTHY CHILDCARE

Questions and answers posted on the Healthy Childcare® website can be used by childcare programs to gauge information learned or relearned from each issue. Go to: www.healthychild.net

Toy Safety. Vol.3, Issue 1, 2000.

Should I purchase used toys at yard sales? Used toys seldom have the original packaging and safety labels. You may be missing important warnings, as well as instructions for safe handling, assembly, and cleaning.

How can I disinfect toys? A mild bleach solution can be used on most wood or plastic toys. Stuffed or fabric toys should be laundered in the washing machine.

What are some of the toy hazards for infants?

Choking, strangulation, and suffocation are some of the dangers. Keep small items and items with strings or cords out of infants' reach and away from the crib.

Do not put large stuffed toys or pillows in the crib.

Should children play with balloons? Latex balloons have been associated with many choking incidents and deaths. Mylar balloons are much safer for children.

Can a Woodworking Center be Safe? Vol.3, Issue 4, 2000.

What should be considered to make woodworking activities safer? Consider children's developmental levels and skills, select proper tools and materials, follow safety guidelines, and supervise closely!

What type of wood should be used? Choose soft wood, such as pine, basswood, or spruce.

What type activities are appropriate? Choose activities based on the child's age, developmental level, and skills. For example, toddlers can stack/unstack wood pieces, use measuring devices, or pound on a toy cobbler's bench. With supervision, a five year old child may be able to pound nails into soft wood, and glue or nail pieces of wood together.

How should tools be stored? Each tool should have it's proper storage space rather than just tossed into a tool box. A "tool board" can be made by drawing the outline of each tool on a pegboard. Children and caregivers can easily see where each tool is stored.

Airway Obstruction Injuries. Vol.4, Issue 2, 2001.

What kind of sound is made by a child who is choking, strangling, or suffocating? No sound.

What is choking and how can I prevent it? Choking occurs when food or an object blocks the airway.

Keep toys with small or broken parts and small toys, marbles, and balls away from young children. Avoid latex balloons. Look for small items that children can put in their mouths.

What is strangulation and how can I prevent it?

Strangulation occurs when something wraps around the child's neck and compresses the airway. Watch for window blind and drapery cords, telephone cords, swinging ropes on playgrounds, drawstrings on clothing, necklaces, and cords on pull toys.

What is suffocation and how can I prevent it? Suffocation occurs because materials cover the child's nose and mouth, preventing airflow, or the child is trapped in an enclosed space without sufficient air. Dispose of all plastic bags. Freezers, refrigerators, and toy chests can trap children. Avoid fluffy pillows, feather beds, water beds, and beanbags with young children.

Toy Cleaning. Vol.6, Issue 3, 2003.

How should mouthed items be cleaned? Mouthed items such as teething rings should be only for individual children to use. Once a toy has been in a child's mouth, it should be placed in the "dirty toy" tub to be cleaned before next use.

Are stuffed toys allowed? All stuffed toys, puppets, and other cloth toys should be constructed of washable materials and laundered weekly and when visibly soiled.

What about nonwashable items? First, decide if they are essential to the childcare environment. If so, then try wiping items (books, keyboards) lightly and quickly with alcohol-based wipes.

Can children help with cleaning? Children can wash baby dolls or other toys with soap and water as long as the toys are not contaminated with body fluids. You may still need to rewash or sanitize the toys later.

Sand Sanitation and Safety. Vol.6, Issue 4, 2003.

What type of sand should be used? New, sterilized "natural sand" or "play sand."

What type of sand toys are best? Plastic toys. Avoid metal (which can rust) or glass toys.

Can children get ringworm from sandboxes? Not likely. Children get ringworm from other children.

Can I sterilize sand and reuse it? No. Contaminated sand should be discarded and replaced with fresh sand.

Arts and Crafts the Safe Way. Vol.6, Issue 4, 2003.

What word should be on the label of children's art supplies? Non-toxic.

Objects smaller than what size are choking hazards for young children? Approximately 1 1/2 inches.

What are ways to make children's art work space safer? Be sure you have proper ventilation, provide protective safety gear, and keep the area clean and free of spills.

What is the number for the poison control center? 1-800-222-1222.

Water Play Safety. Vol.6, Issue 5, 2003.

Can children drown in shallow water? Children have been known to drown in as little as an inch of water. *What are good items for water play?* Plastic toys and props (avoid glass or metal); nontoxic soaps or bubbles.

What is "swimmers' ear?" Also called "external otitis," it causes pain and itching when water and bacteria are trapped in the ear canal.

Can children in diapers play in pools? Children who are not toilet trained should not play in pools with other children, or only enter when wearing tight-fitting rubber or plastic pants.

Preschool Playtime. Vol.7, Issue 6, 2004.

If you could have only one toy, what would it be?

Wooden blocks are a top choice.

What are the safety issues with blocks? Watch for rough edges or splinters.

Is sand play safe? Yes, but you must have clean sand (no debris, rocks, etc.), and children should wash hands before and after playing in sand.

Can dress-up clothes spread disease? Hats can spread head lice or ringworm. All clothes should be laundered frequently.

Developing a Positive Body Image. Vol.8, Issue 1, 2005.

Are many preschool children overweight? A national survey found that 23 percent (one in four) of preschool age children is either overweight, or at risk for being overweight.

How can caregivers help children develop positive body images? Promote an appreciation of diversity and differences; choose dolls or action figures with more realistic body images; look for books that promote self-image and self-esteem; model healthy behavior.

How does adult dieting affect children? Caregivers should model an appreciation and acceptance of their own body image. Avoid talk of "dieting"; instead, model healthy eating behavior.

Safe Toy Play for Toddlers. Vol.8, Issue 1, 2005.

What are safety considerations for art materials? Materials such as paint, crayons, markers, and modeling clay should be non-toxic.

What items should be avoided due to choking or suffocation hazards? Balloons (the worst offender), styrofoam peanuts, small pebbles, dried beans, corn

meal, flour and toys with small parts.

It is okay to use food as an art material? It is not recommended for toddlers.

What does "UL Approved" mean (label on electrical toys)? This label designates toys that have been tested and approved by the Underwriters Laboratories (UL) for safety.

Art Supplies Safety. Vol.8, Issue 2, 2005.

What agency checks art supplies for safety? The Art and Creative Materials Institute (ACMI) conducts a certification program to test and label art supplies.

What is a safe way to make paper mache? Use black and white newspaper and library or white paste.

What kind of glue is safest for children? Polyvinyl (PVA) white glue.

How can you keep paints from becoming contaminated? Pour the amount needed for that day into a separate container. Keep unused paint covered and in the original container.

Physical Activity for the Toddler. Vol.8, Issue 6, 2005.

Young children are so naturally energetic that you rarely have to think about their physical activity — True or false? False. Young children are developing sedentary habits, which may lead to obesity.

How much planned physical activity should toddlers have each day? At least 30 minutes throughout the day.

What materials and equipment are appropriate for toddlers? Push-pull toys, riding toys, balls, bean bags, and age-appropriate climbing equipment.

Adult "Toy" Safety

Home exercise equipment. Vol.3, Issue 5, 2000.

What kind of machine will help build muscular strength? Weight machines

Which machines increase cardiorespiratory endurance? Treadmills, bikes, stair climbers, ski machines, etc.

What are issues to consider when purchasing equipment? Safety for yourself and for children who may have access to the equipment; comfort in using it; size; storage; cost; and how to get it home from the store.

Bicycling. Vol.7, Issue 4, 2004.

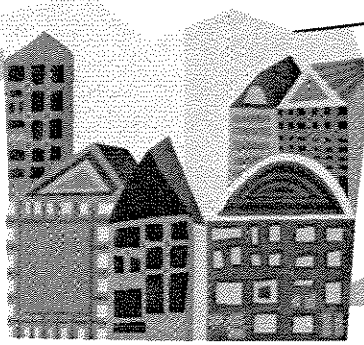
What size bike should I ride? You should be able to straddle the bike, reach the ground, and still have a few inches between you and the top horizontal bar.

How high should I adjust the seat? Position the seat so that you have a slight bend in your knee when pushing the pedal all the way down.

What safety items are important? Of most importance is a properly fitted helmet. Also, reflectors, lights, and bright or reflective clothing.

News & Views

**Few Grants Available,
But The Money
Is Out There...**



**...If You Have a
Business Plan For It**

Budget cuts and frequently under-funded government initiatives have placed child care grants on the endangered species list. So when you want to buy some new equipment or move to a new location, what do you do?

The most common options are: Use your savings, borrow from friends or family, or get a business loan.

When waiting to save the money or borrowing from friends and family is not an option, you may find that a loan can be a more realistic way to add to your business. Low Interest rates are still available, and obtaining a line-of-credit or a Home Equity loan can be a fairly quick process. If you need a more substantial amount of money you will probably need a business loan. While planning for this big step, to expand your business and take on debt, you should consider completing a business plan. And in fact, if you are applying for a loan it is a requirement.

WRITING A BUSINESS PLAN

This process is invaluable for its effectiveness at anticipating areas for growth, and setting budgets to make sure that your business makes a profit. It is not difficult for most people; however, it will take time and a bit of research on your part. If you have been in business for one year you should have all of the information you need at your fingertips.

A business plan simply lets you put all that you know and suspect about your business down on paper and in a readable form. Additionally, after writing a business plan you will make better decisions about how to:

- *Market your business
- *Budget
- *Plan for upcoming expenses
- *Run a better child care

For help writing a business plan you can:
Take a class at a: Technical college, SBDC, Women's Business Center (WWBIC).

Use Online Resources: www.SCORE.org,
www.commerce.wi.gov, www.wenportal.org

Download Free Software: Family Child Care Business Planner www.wwbic.com

Building a strong and profitable Child Care will take investment, and planning. As you look into doing both you will find the reward of realizing how you can strengthen your business. You will also find new ways to grow the business, raise your prices, and add value for the children. Writing a business plan is the best way to start that process, and even if you are not looking for money it is still a very worthy exercise.

Heidi Blankenship
Business Assistance Coordinator
Wisconsin Women's Business Initiative Corporation
(608) 257-5450, hblankenship@wwbic.com

This morning, when I was getting the kids ready to leave, Amelia said she didn't want to go to school and she didn't want me to go to work. I told her that I have to go to work, if she wants cute clothes, fun toys, and college. She said "I don't want to go to college." I said all the kids were going to college. Zachary piped up with "Yeah, Amelia, I don't even know what college is, but I'm going."

-Kristin, working mom of three.

strengthening families

THROUGH EARLY CARE & EDUCATION

What is Strengthening Families through Early Care & Education?

Strengthening Families is a new, proven, cost-effective strategy to prevent child abuse and neglect. The strategy involves early childhood centers working with families to build protective factors around children (see right). The Strengthening Families approach is based on:

- A review of existing research in the field of child abuse and neglect
- A national study that led to the identification of 21 exemplary programs across the country
- Conversations with hundreds of experts in the field, researchers, practitioners and parents

Implementation in Seven States

Strengthening Families through Early Care & Education initiatives are now being implemented in seven states: Alaska, Arkansas, Illinois, New Hampshire, Missouri, Rhode Island, and Wisconsin. In each state a leadership team that includes representatives from child welfare, early care and education, and a number of state partners is implementing the initiative. Each state is being supported through technical assistance from CSSP staff and a national network of technical assistance providers. Over two years (Jan. 1, 2005 - Dec. 31, 2006), partners will lay the foundation for work that is self-sustaining and institutionalized across systems.

What are the goals of the initiative?

- To increase awareness that strengthening families is central to quality child care
- To increase the number of early childhood programs that are working to prevent child abuse and neglect by building protective factors around children and families
- To improve working relationships among early childhood systems, child welfare systems, and child abuse prevention programs and initiatives
- To integrate prevention planning among state agencies with a family-centered approach that includes early childhood

How can I implement Strengthening Families in my state/program?

The CSSP website contains a host of materials, from self-assessment and implementation guides for programs to updates on strategies being pursued by pilot states. For more information visit www.cssp.org

Protective Factors

With support from the **Doris Duke Charitable Foundation**, the **Center for the Study of Social Policy** spent two years researching and identifying five protective factors that prevent child abuse and neglect. These are:

For adults:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need

For children:

- Healthy social and emotional development

A number of tools are available for those who want to learn more about the protective factors approach.

- A literature review
- A self-assessment tool for early childhood programs organized around protective factors
- Handouts and descriptive tools on the protective factors

strengthening families

THROUGH EARLY CARE & EDUCATION

WISCONSIN

Partners

Wisconsin's State Leadership team includes:

- Children's Trust Fund
- Wisconsin Departments of: Health and Family Services, Workforce Development, and Public Instruction
- Early Childhood Collaborating Partners
- Child Care Resource & Referral Network
- Child Care Improvement Project
- Early Childhood Comprehensive System
- Wisconsin Initiative for Infant Mental Health
- University of Wisconsin—Madison
- University of Wisconsin—Extension
- Children's Service Society of Wisconsin
- Child Abuse Prevention Fund of Children's Hospital and Health System
- Head Start Collaboration
- Wisconsin Early Childhood Association
- Parents

Wisconsin's Strengthening Families Initiative, led by the Children's Trust Fund, is a collaboration of policymakers, practitioners, researchers, programs, and parents dedicated to reducing the incidence of child abuse and neglect by improving the social and emotional development of children and strengthening the knowledge, resources, and social supports for families through a statewide system of high quality early care and education. The Wisconsin Initiative is building on strengths:

- Since 1993 Wisconsin's Early Childhood Collaborating Partners has provided a framework for organizing early care and education programs around a statewide agenda for improving the lives of Wisconsin's children.
- Coordinated Service Teams (CSTs) in key Wisconsin communities help bridge the gap between child protection, child abuse prevention service providers and early care and education programs.
- Wisconsin's Early Childhood Comprehensive Systems grant's umbrella role for this Initiative enhances the likelihood that practices put in place will be sustainable and institutionalized across systems.

Wisconsin's Strengthening Families Agenda

- Stronger partnerships among early childhood education decision makers and their child protection and child abuse prevention counterpart.
- Enhanced collaboration among child abuse and neglect prevention advocates and programs and early childhood professionals and programs at pilot sites throughout the state.
- Enhanced education and professional development for child care providers to support them in delivering parent education and providing family support.
- Research-based evaluation model for assessing the effectiveness of collaboration between the child care and family support fields in strengthening families and preventing child maltreatment.

Exciting things happening right now:

- Strengthening Families is being introduced through localized networks of early care and education "Centers for Excellence" and other accredited programs throughout the state.
- State and county agencies are piloting new relationships between child welfare and early care and education in key Wisconsin communities.
- A professional development system is being designed to assure effective delivery of parent education and family support services in early care and education programs.
- Research-based evaluation is being planned to assess the effectiveness of the statewide initiative in strengthening families and preventing child maltreatment.

CHANGES TO THE WISCONSIN SHARES CHILD CARE SUBSIDY PROGRAM

(March 10, 2006) The child care subsidy program has been dedicated to helping working families pay for child care. While child care funding has remained almost the same during the last 2-4 years, the child care caseloads have increased substantially.

These changes represent ways that the program can continue to serve child care eligible families while controlling spending of tax dollars. DWD recognizes that some of these changes may place additional burdens on some providers and will require parents to assume more responsibility for their child care arrangements. These measures were seen as the best way of making the program more efficient without creating waiting lists or restricting eligibility.

The Changes Are:

1. The 2006 maximum reimbursement rates were calculated using groups of counties (zones). While counties that are grouped together may not be geographically next to each other, they are similar because each zone is made up of counties with similar percentages of their populations living in urban areas, as determined by the US Census.

In order to minimize the impact of the change, the reimbursement rate for each county/tribe was capped so that no county/tribal rate either increased or decreased by more than 10% of the 2005 weekly rate.

2. Once you have a weekly maximum rate, the hourly maximum rate must be calculated. Counties used to determine the number of hours per week that were considered full-time at either 30, 35, or 40 for each category of care (licensed group, licensed family, regularly certified, and provisionally certified).

Now the number of hours for full-time care is 35 for all counties/tribes. This means that providers may receive a full-time rate when they provide at least 35 hours of care in a week. This change caused the hourly rate either to increase in counties that used 40 hours a week for full-time or decrease in counties that used 30 hours a week as full-time. The increase or decrease in hourly rates was not restricted.

3. It was determined that a large part of the budget for child care was going to pay providers for slots that were not occupied, sometimes for as long as a month. In many cases DWD was paying for 2 slots for a child—an occupied slot and an unoccupied slot with another provider.

Now DWD will no longer be able to pay for these empty slots. Parents are responsible for giving appropriate notice when planning not to continue to use

a provider in accordance with the contract between the parent and the provider. If the parent does not give the appropriate notice, the parent will be responsible for paying any fee the provider charges.

If a child is temporarily absent for two or more weeks, the provider must request approval from the child care worker to continue to receive payment for the weeks the child is not attending. Payments may continue depending on the reason for and length of the absence. Two or more weeks with zero-hour attendance will only be paid if approved by the child care worker. Otherwise, payment will not be made or the payment must be paid back. Payment will be made if there is only one week of zero hour attendance without the need for worker approval.

4. When a child begins with a provider, the provider may charge a "registration fee." In the past, these fees have been paid to the provider by DWD. In the future, the providers will need to collect this fee from parents in accordance with their contract with the parent.
5. If a school aged child who is authorized for 20 or less hours a week, the provider must use the before/after school rate.

For more information on these changes and other helpful information, please visit our website at:

<http://dwd.wisconsin.gov/dws/programs/childcare/wishares/rates.htm>

If you would like to speak to someone about these changes, please contact the DWD Child Care Help Desk at (608) 261-6317 and choose option 2. Staff from the DWD Child Care Section will be available to answer your questions and respond to your concerns.

Child Abuse and Neglect Program

Child Protective Services Mandated Reporters

Certain individuals whose employment brings them into contact with children are required by law [Mandated Reporters ~ s. 48.981(2)] to report any suspected abuse or neglect or threatened abuse or neglect to a child seen in the course of their professional duties. **Anyone who suspects a child is being maltreated may make such a referral. Persons making reports in good faith are immune from criminal or civil liability.**

Reports are made to the county in which the child or the child's family resides.

Penalty: Persons required to report who intentionally fail to report suspected child abuse or neglect may be fined up to \$1,000 or imprisoned up to 6 months or both.

Persons Required to Report Abuse and Neglect:

- Physicians, Coroners, Medical examiners, Nurses
- Dentists
- Chiropractors
- Optometrists
- Acupuncturists
- A medical or mental health professional
- Social workers
- Marriage & family therapists, Professional counselors
- Public assistance workers, including a financial & employment planner, as defined in s.49.141(1) (d), Stats.
- School teachers
- School administrators
- School counselors
- Mediators under s.767.11, Stats.
- Child-care workers in a day care center, group home, as described in s.48.625(1m), Stats. (a "second chance home"), or residential care center for children and youth
- Day care providers
- Alcohol or other drug abuse counselors
- Member of the treatment staff employed by or working under contract with a county department under s. 46.23, 51.42, or 51.437, Stats., or a residential care center for children and youth
- Physical therapists, Physical therapist assistants
- Occupational therapists
- Dieticians
- Speech-language pathologists, Audiologists
- Emergency medical technicians
- First responders
- Police and law enforcement officers
- Court-appointed special advocates (CASA)

Know who your neighbors are...

According to the National Center for the Missing and Exploited Children there will be over 58,000 non-family abductions this year and 1 out of 5 girls and 1 out of 10 boys will be sexually abused before they even reach adulthood.

Be alert to dangers near you by checking this listing of registered sex offenders in Wisconsin.

**[http://offender.doc.state.wi.us/
public/](http://offender.doc.state.wi.us/public/)**

The Wisconsin Department of Corrections Sexual Offender Registry is a list of offenders searchable by location or name to locate where identified offenders reside.

IF YOU DO NOT OWN A COMPUTER, USE YOUR PUBLIC LIBRARY OR CHILD CARE RESOURCE & REFERRAL FOR ASSISTANCE.

If you see a child who is in danger

Phone Child Protective Services or local law enforcement.

All county contacts are listed at:

<http://dhfs.wisconsin.gov/Children/CPS/cpswimap.HTM>

Check for abducted children

Amber Alert online:

<http://codeamber.org>

The National Center for Missing and Exploited Children:

<http://www.missingkids.com/>

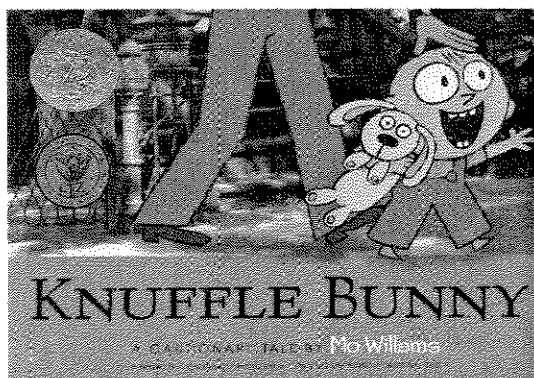
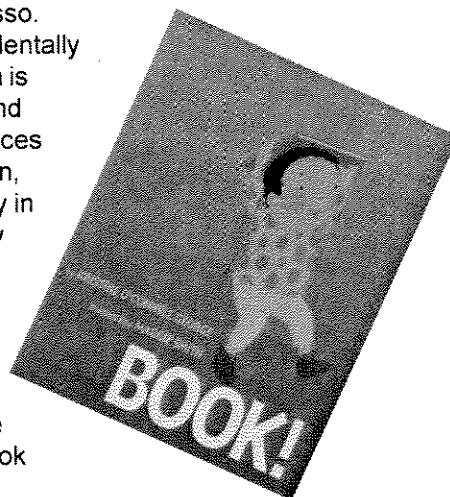
Toy Stories: Books about Young Children and Their Playthings

*Compiled by Merri V. Lindgren / Cooperative Children's Book Center
School of Education / University of Wisconsin-Madison*

Visit your local library to borrow these books. If they are not available at your local library you may request them through interlibrary loan service.

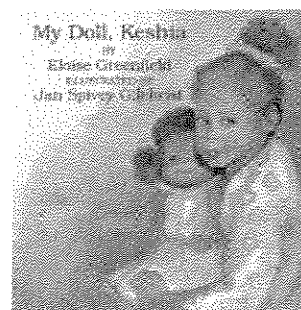
Inseparable Companions

- **Bear E. Bear** by Susan Straight. Illustrated by Marisabina Russo. Hyperion, 1995. 32 pages. Ages 3-5. Gaila's little sister accidentally dropped her favorite stuffed bear in a mud puddle and now Gaila is waiting patiently while Bear E. Bear goes through the washer and dryer. While she waits, Gaila remembers several past experiences with Bear E. Bear — the time Grandma sewed his nose back on, the time another child made fun of him, and the time he got jelly in his hair. A young child's devotion to a special toy is realistically depicted in this warm picture story which features an interracial family.
- **Book** by Kristine O'Connell George. Illustrated by Maggie Smith. Clarion, 2001. 31 pages. Ages 18 months–3 years. I like the way you open. I can turn your pages by myself. I like the way you close. I can put you on my shelf." The gift of a book inspires the imagination of a small, brown-skinned child.



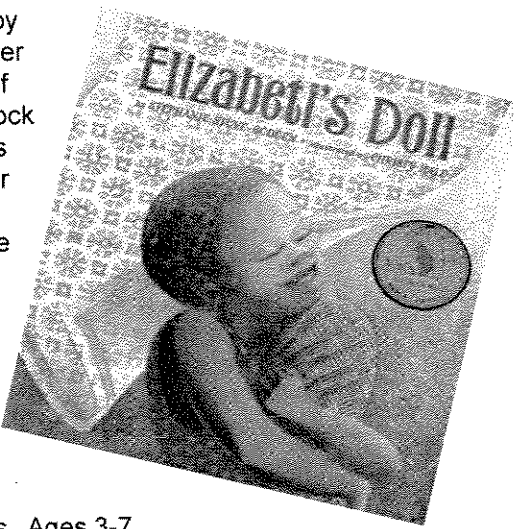
- **Knuffle Bunny: A Cautionary Tale** by Mo Willems. Hyperion, 2004. 32 pages. Ages 2-6. Little Trixie's trip to the Laundromat turns comi-tragic when her beloved stuffed animal, Knuffle Bunny, disappears. Trixie, whose verbal skills are still incomprehensible to adults, can't make her daddy understand that Knuffle Bunny is gone ("Aggle Flaggie Klabble!"). Finally, Trixie has no choice but to throw a tantrum. Mom figures out the problem, and Dad is the hero at the end of this hilarious picture book that isn't without deeper resonance. What child hasn't known the frustration of not being understood?

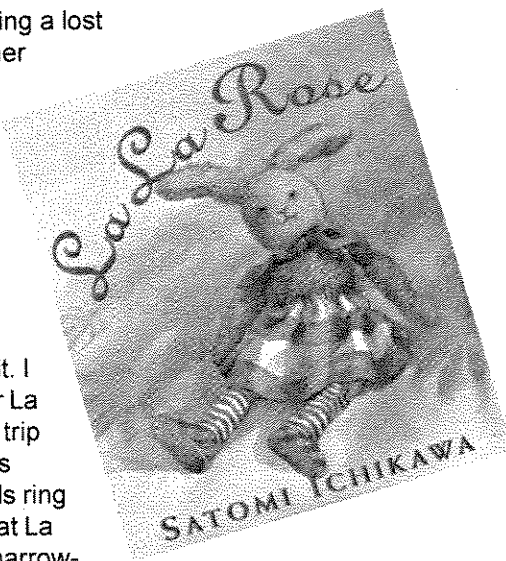
- **Louie's Goose** by H. M. Ehrlich. Illustrated by Emily Bolam. Walter Lorraine Books / Houghton Mifflin, 2000. 32 pages. Ages 2-4. Louie's constant companion is a toy goose named Rosie. When Rosie takes an unexpected swim at the beach, Louie seeks aid for his soggy companion and discovers that his mommy and daddy can't fix everything. But with his mother's encouragement, Louie takes charge of the situation and makes a surprising discovery.
- **My Doll, Keshia** by Eloise Greenfield. Illustrated by Jan Spivey Gilchrist. Black Butterfly Children's Books, 1991. 10 pages. Ages 1-3. This sturdy board book celebrates the fun a small girl and her friend David have as they play together with a favorite doll. A simple, rhythmic text and clear, boldly colored illustrations make this book appealing to the youngest listeners.

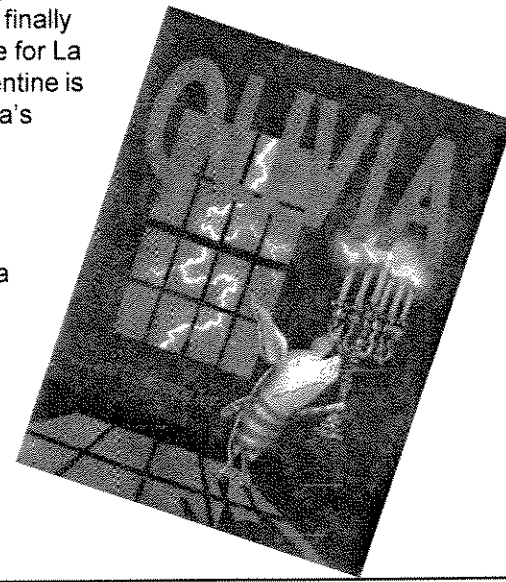


Lost and Found

- Elizabethi's Doll** by Stephanie Stuve-Bodeen. Illustrated by Christy Hale. Lee & Low, 1998. 32 pages. Ages 3-7. After her mother has a new baby, little Elizabethi wants a baby of her own to hold and cuddle. She has no doll but finds a rock that is just the right size and she names the rock Eva. As Elizabethi's mother cares for the baby, Elizabethi mimics her actions with Eva—feeding and burping her rock, changing its diapers, and tying it to her back with a *kanga* while she does her daily chores. When Eva the rock disappears one day, readers will be as surprised as Elizabethi to discover where she went, and they will find the resolution satisfying. Although the Tanzanian village setting will be unfamiliar to most children in the United States, they will recognize the warm family nurturing and Elizabethi's resourceful imagination.

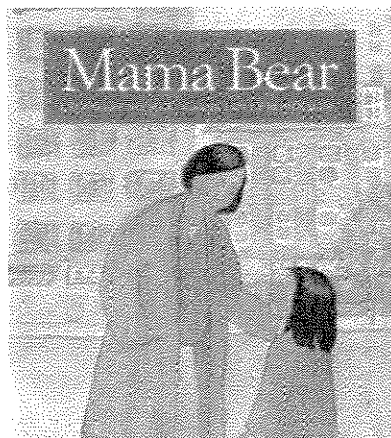

- I Lost My Bear** by Jules Feiffer. Morrow, 1998. 40 pages. Ages 3-7. A humorous, exaggerated story illustrated in cartoon style has at its core the psychological reality of a young child's obsession with finding a lost toy before bedtime. When her parents are unable to help her search for her bear, a little girl tries the solution offered by her older sister who suggests that she throw another toy, watch where it lands, and then see if her lost bear is anywhere nearby. Although this method doesn't help her find her bear, she does find many other things she's lost recently and each thing she finds distracts her—for awhile.


- La La Rose** by Satomi Ichikawa. Philomel, 2004. 32 pages. Ages 3-7. "I am La La Rose, the pink stuffed rabbit. I am the inseparable friend of Clementine." Unfortunately for La La Rose, they aren't as inseparable as she thought. On a trip to Luxembourg Gardens with Clementine, she has a joyous time on the playground and the carousel, but when the bells ring and Grandma rushes Clementine away, nobody notices that La La has fallen out of the little girl's backpack. La La has a harrowing time—tossed by a group of boys, tumbling down steps, thrown like a Frisbee, almost drowning in the pond—before she is finally found by a *different* little girl, who realizes the perfect place for La La is the lost-and-found. There, an anxious-looking Clementine is happily reunited with her wayward friend in Satomi Ichikawa's charming story set in Paris.


- Olivia ... and the Missing Toy** by Ian Falconer. An Anne Schwartz Book / Atheneum, 2003. 32 pages. Ages 4-8. Olivia, a self-assured pig with irrepressible flair, insists on a red soccer shirt even though her team color is "a really unattractive green." While her mom sews, Olivia occupies herself playing with the unfortunate family cat and one of her toys. But by the time the shirt is done, the toy has disappeared. "That's my best toy. I need it now!" cries Olivia, never shy about sharing her feelings with the world. The toy does turn up, and observant children might already suspect who took it before Olivia discovers the truth.

Objects of Desire

- **Jamaica's Find** by Juanita Havill. Illustrations by Anne Sibley O'Brien. Houghton Mifflin, 1986. 32 pages. Ages 3-6. Late one afternoon, Jamaica finds a red hat and a little toy dog in the empty park. She takes the hat straight to the Lost and Found, but she's unable to part with the dog. With the help of her mother's understanding words, Jamaica realizes the toy must go to the Lost and Found as well. Her decision not only makes her feel better, it leads to a new friend.

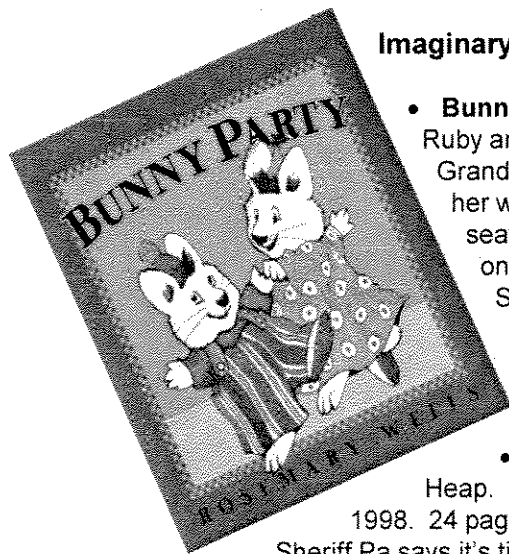


- **Mama Bear** by Chyng Feng Sun. Illustrated by Lolly Robinson. Houghton Mifflin, 1994. 32 pages. Ages 4-7. From the moment she first saw it in the toy shop window, Mei-Mei has desperately wanted the huge stuffed bear, even though she knows her mama doesn't earn enough money in her job at the neighborhood Chinese restaurant to buy such extravagant luxuries. Mei-Mei manages to earn some money of her own with occasional odd jobs around the restaurant but she still can't save enough to buy "the softest, warmest bear in the whole world." Luckily, Mei-Mei's mama is soft and warm and gives great bear hugs, and that is the most important thing of all.

• **That's Mine, Horace** by Holly Keller. Greenwillow / HarperCollins, 2000. 24 pages. Ages 4-7. A little yellow truck is irresistible to Horace, who claims it as his own, although he knows it belongs to his friend Walter. After lying to his teacher and mother, Horace is overcome with guilt. Unable to face school the next morning, he pretends to be sick and stays at home. When Walter generously proposes that Horace keep the truck until he recovers, Horace is able to return the toy and head back to school.

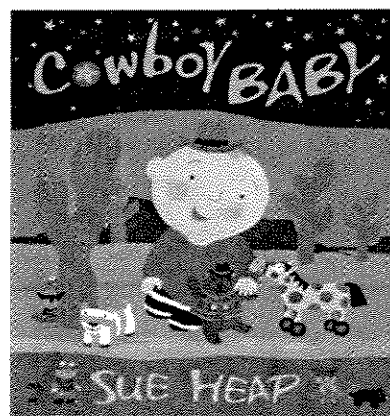
- **Max's Toys** by Rosemary Wells. Dial, 1998. 10 pages. Ages 1-3. Despite his many toy bears, airplanes, cars, and trains, Max is overcome with desire for his sister Ruby's favorite doll. A familiar story is cleverly told within a one to ten counting framework.

Imaginary Play

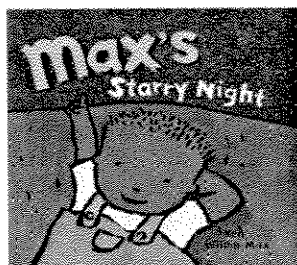


- **Bunny Party** by Rosemary Wells. Viking, 2001. 24 pages. Ages 3-5. Ruby and Max are at it again. This time, they're preparing for Grandma's birthday party. Ruby, of course, is in charge. But Max is her willing helper — how else can he be sure that his guests are seated at the table? So while Ruby gives orders, Max works havoc on the seating arrangements, substituting his Jellyball Shooter Spider for Ruby's Rapunzel doll, and his Can't-Sit-Up-Slug for Ruby's Tooth Fairy.

• **Cowboy Baby** by Sue Heap. U.S. edition: Candlewick, 1998. 24 pages. Ages 2-5. When Sheriff Pa says it's time for bed, Cowboy Baby must first rustle up his partners: Texas Ted, Denver Dog, and Hank the Horse. Even after he finds them, there's still time for a quick game of hide-and-seek with Sheriff Pa. The line between fantasy and reality is charmingly obscured in this picture book about the power of imaginary play.



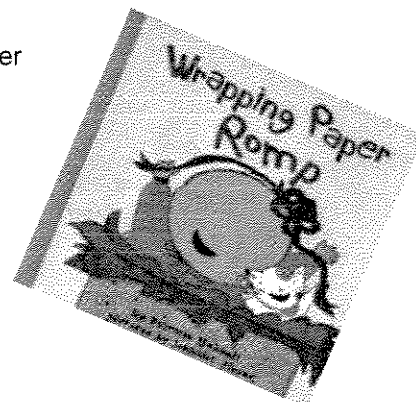
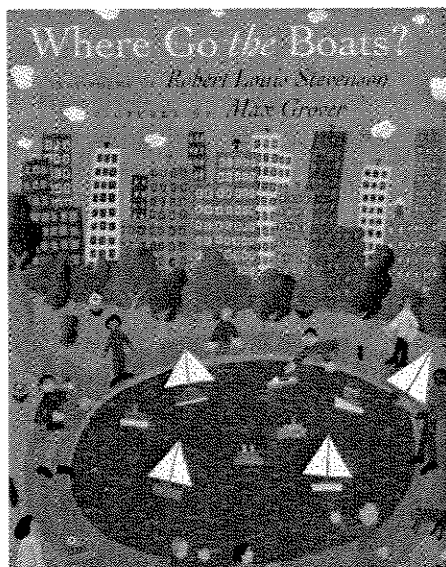
- **Fire Truck** by Peter Sís. Greenwillow, 1998. 28 pages. Ages 2-5. "Fire truck" are the first words Matt says when he gets up in the morning and the last words he says when he goes to bed at night. But it's still a surprise for readers to learn about the day Matt woke up and discovered he had turned into a fire truck himself! A deliciously detailed fold-out page shows children all the things with which Matt the Fire Truck is equipped—ladders, hoses, lights, wheels, etc—and encourages them to count each item. Only a pancake breakfast, it seems, has the power to turn Matt back into a boy.



- **Max's Starry Night** by Ken Wilson-Max. Jump at the Sun / Hyperion, 2001. 24 pages. Ages 2-4. When young Max and Little Pink, his pig, go outside to wish on a star, Big Blue, his elephant, is afraid to come because it's too dark. The next day, Little Pink teases Big Blue about being afraid, until Max points out that Little Pink is afraid of swinging on the high swings, but Big Blue never teases him. Then Max comes up with a way for all three of them to enjoy the stars in this sweet and satisfying story set against bold, richly colored paintings and featuring a creative, brown-skinned child.

Crinkle, Wrinkle, Clang and More

- **Pots and Pans** by Patricia Hubbell. Illustrated by Diane de Groat. HarperFestival / HarperCollins, 1998. 20 pages. Ages 1-3. The one-year-old's perennial fascination with kitchen cupboards is joyfully acknowledged in a bouncy rhyming text. Under the feet of a busy parent in the kitchen, the baby opens cupboards and finds all sorts of makeshift toys—pots, pans, soup cans, and other kitchen implements.
- **Where Go the Boats? Play Poems** by Robert Louis Stevenson. Illustrated by Max Grover. Browndeer Press / Harcourt Brace, 1998. 32 pages. Ages 4-8. Four of Robert Louis Stevenson's classic poems for children are given dazzling visual color treatment in this anything-but-quiet picture book. Brilliant colors glow in the illustrations of diverse children playing in a room with walls of vivid green, sunny yellow, and deep blue. Poems that already have great appeal in the listening are turned into a visual delight for today's young readers and listeners.
- **Wrapping Paper Romp** by Patricia Hubbell. Illustrated by Jennifer Plecas. HarperFestival / HarperCollins, 1998. 12 pages. Ages 1-2. A baby and a feline companion have more fun with the wrapping paper and box a present comes in, than they do with the three teddy bears enclosed as the gift. Each step of the unwrapping process inspires a baby game—waving the paper, wearing the paper as a hat, playing peek-a-boo, and, of course, tearing the paper.

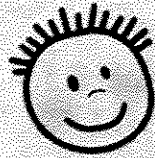


To read longer descriptions of the books listed above, visit the CCBC website at:

<http://www.education.wisc.edu/ccbc/>

Then click on "Early Childhood Care Provider" to find original bibliographies for young children.

KID'S SAFETY NEWS



TOY SAFETY SHOPPING TIPS

UNDER 3 YEARS OLD

- Children under 3 tend to put everything in their mouths. Avoid buying toys intended for older children which may have small parts that pose a choking danger.
- Never let children of any age play with uninflated or broken balloons because of the choking danger.
- Avoid marbles, balls, and games with balls, that have a diameter of 1.75 inches or less. These products also pose a choking hazard to young children.
- Children at this age pull, prod and twist toys. Look for toys that are well-made with tightly secured eyes, noses and other parts.
- Avoid toys that have sharp edges and points.

AGES 3 THROUGH 5

- Avoid toys that are constructed with thin, brittle plastic that might easily break into small pieces or leave jagged edges.
- Look for household art materials, including crayons and paint sets, marked with the designation "ASTM D-4236." This means the product has been reviewed by a toxicologist and, if necessary, labeled with cautionary information.
- Teach older children to keep their toys away from their younger brothers and sisters.

AGES 6 THROUGH 12

- For all children, adults should check toys periodically for breakage and potential hazards. Damaged or dangerous toys should be repaired or thrown away.
- If buying a toy gun, be sure the barrel, or the entire gun, is brightly colored so that it's not mistaken for a real gun.
- If you buy a bicycle for any age child, buy a helmet too, and make sure the child wears it.
- Teach all children to put toys away when they're finished playing so they don't trip over them or fall on them.

READ THE LABEL...

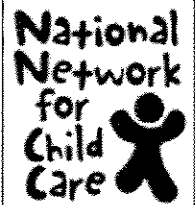
The U.S. Consumer Product Safety Commission requires toy manufacturers to meet stringent safety standards and to label certain toys that could be a hazard for younger children. Look for labels that give age recommendations and use that information as a guide. Labels on toys that state "not recommended for children under three ... contains small parts," are labeled that way because they may pose a choking hazard to children under three. Toys should be developmentally appropriate to suit the skills, abilities and interests of the child.

For more information on safety, contact CPSC at (800) 638-2772 or visit their website: www.cpsc.gov



CHILD CARE CONNECTIONS

Volume 49 Spring 2005



Teaching with Toys

Dave Riley, Ph. D.

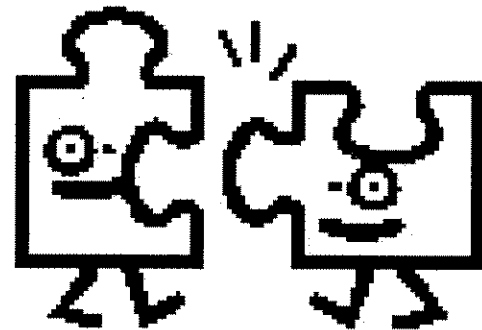
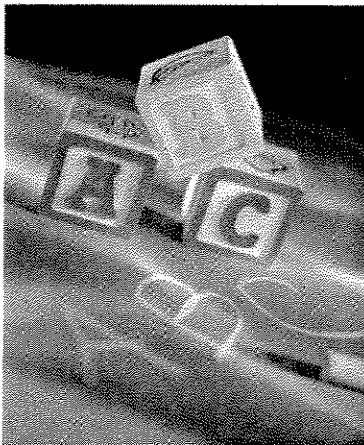
University of Wisconsin - Madison / Extension

Long before they enter school, children differ in their ability to solve puzzles, complete tasks, use language, and do other things that show us how intelligent they are. Part of the reason for these differences is the way children's parents and early childhood teachers stimulate their thinking while they are playing together.

For example, in one series of research studies, parents were told to give their preschoolers as much or as little help as they wanted in solving a difficult puzzle, while the researchers watched. After the children's intelligence was tested, the researchers discovered that the brightest children had parents who handled this situation differently from others.

They let the child do it. They intruded less, giving the child more time to struggle at their own pace. They didn't jump in to show the child the right answer. They helped the child, but only when the child really needed it.

They gave general problem-solving advice. They were more likely to say things like "Find the piece that fits in the corner" or "Try another one" rather than "This one goes here." They gave the child a hint or a method rather than a solution. The child still had to solve the puzzle.



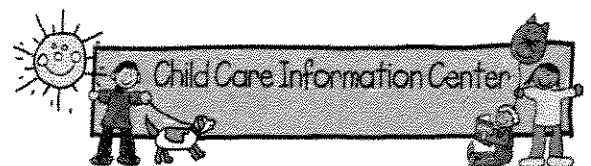
They gave advice in the form of questions. For example, they would say things like "Which puzzle piece is long like this?" or "Can you find a piece that has this color red on it?" rather than "This one is next." Questions challenge the child to think, and they teach the child what questions to ask himself in problem-solving.

They told the child what she was doing right, rather than wrong. They praised the child much more. Of course, they still corrected the child when necessary.

They elaborated on the child's language. If the child picked up a puzzle piece and said "blue," the adult might expand on this by responding "Yes, it's light blue and shaped like a banana." This is how children learn new words, which is one of the keys to their later ability to learn to read.

[Adapted from D. Riley & E. Felts-Grabarski. (1988). *Stimulate your young child's thinking*. Extension Bulletin B3421, University of Wisconsin-Extension.]

**UW
Extension**





What toys tell us about children's thinking abilities: The "delicate cognitive miss-match"

Dave Riley, Ph. D.

University of Wisconsin - Madison / Extension

I was busy mixing play dough when Juan's mother dropped him off 45 minutes early. I had to find something to keep Juan occupied while I prepared everything for the day of Early Care and Education ahead of us.

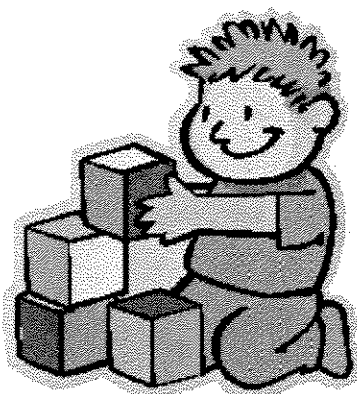
I looked at 4-year-old Juan, then I looked at the rack of puzzles. The puzzles ranged from simple 12-piece sets to much more difficult 50-piece ones. I picked the right one for Juan, and he dove into it.

Finding the right puzzle for Juan may seem unremarkable, but it tells us much about how children learn, and how we can best teach.

Here was my dilemma: If I picked a puzzle that was too simple, Juan would quickly finish it and ask me to find something else for him to do. If I picked a puzzle that was too hard, he would quit in frustration, and once again ask me to find him another activity. Instead, I wanted an activity that would capture his attention for as long as possible.

To accomplish this, I had compared the complexity of Juan's thinking with the complexity of the puzzles, and sought the best match between the two. Somewhat surprisingly, the very best match is one in which the puzzle is *slightly more complex* than Juan's current thinking ability. But it is close enough so that Juan senses that it may be within his reach. That keeps him motivated, and he will struggle for quite some time to complete the puzzle. The slightly-too-complex puzzle pulls Juan forward, and in solving

it Juan's thinking advances in complexity. Psychologists call this a "delicate cognitive miss-match." What they mean is that having a puzzle that is slightly (*delicately*) more complex than Juan's current abilities is very motivating, and it is also what causes Juan to learn.



This is like the climber at the gym, looking up at the routes on the climbing wall. It is not much fun if the climb is too easy, or too hard. A climb matched to your abilities is the most fun. And a climb that is slightly harder than you have done before is the one that will help you increase your abilities the most.

When I selected the puzzle for Juan, I was using the rack of puzzles like an intelligence test. If you had asked me, I could have told you which puzzle would have the right amount of challenge for every child in my Head Start class. Like every good teacher, I was individualizing the curriculum to the child's abilities, to help him learn the most from the activity. Good teachers can do this with almost every activity and material in the classroom, not just with the puzzles. They find the right amount of challenge for the child.

The toys in the early childhood classroom, therefore, can be seen as a kind of intelligence test, for both the children and the teacher!



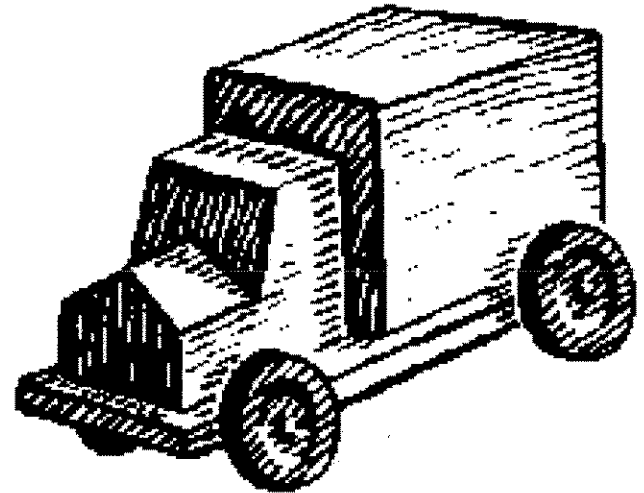
Unexpected tips on choosing toys for children

These are tips that teachers might use for selecting classroom materials, or that parents might use in buying toys for children.

Pick toys that...

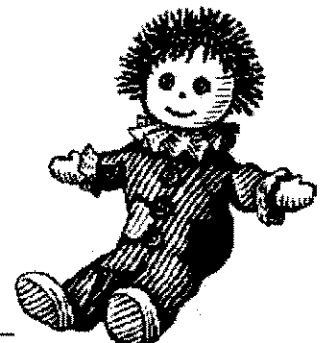
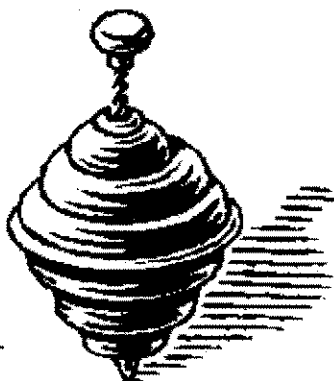
...the child can do many things with, not just one thing. That way, as the child grows, he/she will find new challenges in the toy. For example, once a child can easily solve a puzzle, it soon stops being so much fun. In contrast, as a child becomes better at painting, the paints never lose their appeal, because the child can make better and better paintings with the same materials. We could say that the materials (paints) adapt to the child's or adult's ability level. Other toys that can be used at many different skill levels are a ball, clay, or a cardboard box.

...put power and imagination in the child, rather than in the toy maker. The battery-powered robot with flashing lights required a lot of imagination by the toy maker, but the child cannot do many things with it. It will attract the child's immediate attention, but the child will quickly become bored with it. In contrast, imagine all the things a child could do with a stuffed animal, a doll, or a push car. These toys are simpler and can be used flexibly in many different ways. They encourage the child's imagination.



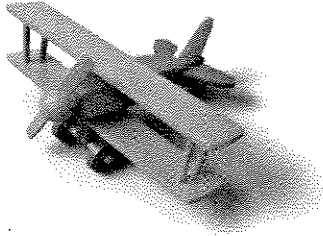
...encourage joint activities and cooperation. Children enjoy the most and learn the most in the company of others. Think of materials that create joint activities. The classic examples are a ball or Frisbee: it takes two to play.

...prepare children for the future you expect. You are in the business of preparing children to live in the future, to be adults 20 or 30 years from now. What kind of world will that be? If you believe men and women of the future will have very different roles in life, then you will direct them to different kinds of toys and activities today. On the other hand, if you think the men and women of the future will have similar roles, for example that both men and women will drive trucks and nurture children, then start preparing them today. Encourage both independence and nurturance, in both boys and girls, through play with dolls and toy trucks.





When Teachers Reflect **Who provides the creativity to the toy?**



Impulsive children have the most difficulty with open-ended materials like clay or paints. A puzzle imposes its own structure (there is only one solution to a puzzle), but at the painting easel the child must impose his/her own plan onto the materials. You could say, in fact, that the problem with the impulsive child is that she lacks creativity.

There is a bit of an irony here. The toys that require the most creativity of children are usually the most plain of materials: blocks, paints, clay. The toys that look the most creative, with bright lights, electric sounds, and moving parts, are often the ones that actually require the least creativity by the child.

One way to put this issue is to ask who provides the creativity to the toy, the child or the toy designer? Impulsive children will be drawn to toys that structure their experience for them, but as their teacher your role is to slowly move them to toys and materials that require more creativity from the child, and less by the toy manufacturer.



CHILD CARE CONNECTIONS

Child Care Connections is a publication of the University of Wisconsin-Extension, in cooperation with:

- State of Wisconsin Early Childhood Excellence Initiative
- University of Wisconsin-Madison
- State of Wisconsin Department of Workforce Development (DWD)
- State of Wisconsin Department of Public Instruction (DPI)

Special thanks to Lita Haddal, Child Care Information Center (CCIC),
Department of Workforce Development Child Care Section.
For more information contact Deb Zeman at (877) 637-6188.

Items-to-Keep

- articles, booklets, brochures, factsheets -

Thoughts About Play

1. **Toys: Tools for learning.** NAEYC Brochure. Chart of ages, developmental traits, and list of appropriate toy choices for each stage. Toy shopping checklist.
2. **Los juguetes: Instrumentos para el aprendizaje.** NAEYC Brochure (Toys: Tools for learning. Spanish.) See description above.
3. **Children who just watch.** National Association of Child Care Resource and Referral Agencies. ChildCareAware, August 30, 2004. We are often anxious when preschoolers do not jump into play with other children. Perhaps we should allow them more time to watch and learn. Available: [<http://www.childcareaware.org/en/areyouaware/articles.php?id=17>]
4. **No more activities.** Anne Willis Stonehouse. Child Care Information Exchange, 9/01. Adult-directed activities limit adults in their freedom to observe and interact with children. It is important to approach program planning with the focus on the child's choice, recognizing that learning takes place throughout the day not just during the planned activity periods.
5. **The value of play for preschool children.** Texas Cooperative Extension. Child Care Center Connections, Vol.13, Issue1, 2004. Tips for arranging play areas that encourage play. Available: [http://fcs.tamu.edu/families/child_care/newsletters_listed.php#ccc131]
6. **Kid passions.** Linda Henry. Parenting, 11/04. Allowing children to take the lead on toy choice to feed their intense and sometimes wacky interests reveals their emerging knowledge and discoveries.
7. **Buying more can give children less.** Carol Benson Holst. Young Children, 9/99. "Children who rely on more and more 'stuff' to make them feel good are headed down a road to lifelong feelings of dissatisfaction..." Simplicity-oriented suggestions for the early childhood setting.
8. **How much time is needed for play?** James F. Christie & Francis Wardle. Young Children, 3/92. Children need long periods of play that last at least 30 minutes in order to reach the depth of play that helps emotional and social development, such as the planning, cooperation, persistence and problem-solving which takes place in complex play.
9. **Growing stronger with purposeful play.** Eric Strickland. Scholastic Early Childhood Today, 10/04. Encourage children to climb, lift, and swing their way to strong, healthy bodies.
10. **A teacher's perspective:"Bad guys" and weapon play at school.** P. D. Jolley. Texas Child Care, Winter 2003. By taking on the role of a powerful character, children are able to feel strong and more able to cope with their fears.
11. **When children play "bad guys": What you can do.** Texas Parenting News, Winter 2003. Answers for frequent questions and concerns parents have regarding aggressive play. Suggestions for choosing toys of value and empowering children through telling family stories.
12. **Dolls and dollplay: A new look at a familiar prop.** Texas Child Care, Summer 2004. Doll play as a dramatic play prop is beneficial to both boys and girls from infancy on up. Selecting and buying tips to suit children's ages and development included. Instructions for simple cloth doll.



13. **12 ways to bring creativity to your classroom.** Texas Child Care, Summer 2005. The first step is attitude adjustment on the part of the teacher. The classroom belongs to the children and should reflect their interests and participation.
14. **Play to learn.** Karen Liu. First Teacher, 9/87. It is important to choose appropriate toys. Knowing what stages of play which occur in the infant months and toddler through preschool years helps identify what types of toys to choose.
15. **Better kid care: Play is the business of kids.** Better Kid Care Project, PA State University Cooperative Extension, 2/96. This article discusses the importance of play from an adult view and then from a kid's view; types of play; characteristics of children at different ages and how that relates to toy choice; and what constitutes a good toy and a bad toy. Available: www.nncc.org/Curriculum/better.play.html

Safety Issues

16. **What makes a toy educational?** Texas Parenting News, Winter 2004. Reader friendly take-home page with tips for choosing toys. Instructions for checking the choking hazard of a toy for babies by using paper tube from an empty toilet paper roll.
17. **Toy safety: Infants (0-18 months)**
18. **Toy safety: Toddlers (18 months to 3 years)**
19. **Toy safety: Preschoolers (3 to 6 years)**
20. **Toy safety: Younger School-Age Children (6 – 9 years)**
21. **Toy safety: Older School-Age Children (9-12 years)**



Infants

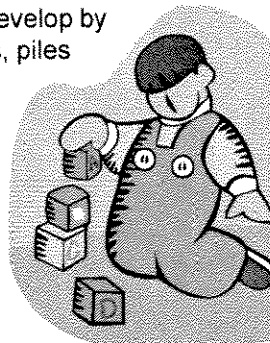
22. **Seeing, hearing and smelling the world: Your senses.** Texas Child Care, Summer 2005. Sensory toys and activities for infants and toddlers that will strengthen their eye muscles and stimulate their brain development by helping them explore and discover sounds, touch and smell.
23. **Easy toys for infants and toddlers.** Texas Child Care, Winter 2002. Instructions for making toys from a collection of "junk", i.e., old gloves, socks, milk cartons, spice tins, wallpaper scraps. Expectations of how a baby will interact with each toy.
24. **Let's play: Learning games for infants and toddlers.** Phyllis Jack Moore. Texas Child Care, Summer 2000. Directions for making simple toys and using them to interact with toddlers and babies. The purpose of each toy and activity is also given as well as the appropriate age to use it.
25. **Infant toys you can make.** Texas Child Care, Spring 1999. Easy instructions for safe, inexpensive, and easy to clean toys: mobile, crib kick toy, sock doll, rattle, baby book.
26. **Toys for Infants.** Kate Capage. McKesson Health Solutions, 2002. Checklist of toy hazards; a list of simple toys that can be made at home; and how to know what is age-appropriate.

Block Play

27. **Learning in the block corner.** Jody Martin. Early Childhood News, 1/2-04. Children's development is enhanced through block play. Working together, they learn to cooperate, plan and see ideas take form. Checklist for evaluating the block area and a letter to parents to explain the importance of block play.

28. Creative construction: Unit blocks. Texas Child Care, Summer 1999.

Learn to recognize how block play is helping children develop by knowing the stages of block play: sensory explorations, piles and rows, connections, enclosures, and constructions.



*What are you able to
build with your blocks?*

Castles and palaces,

Temples and docks,

Rain may keep raining,

And others go roam,

But I can be happy

and building at home.

Let the sofa be mountains

The carpet be sea,

*There I'll establish a city
for me...*

-Robert Louis Stevenson.

Indoor Toys and Activities

- 29. Using doughs in the classroom!** Nicole Leitemann & Robin Schmidt. A recipe book from a workshop held at WECA, 2005. 25 different recipes for play dough for modeling fun.

- 30. Classroom materials and equipment – the essentials.** Texas Child Care, Summer 1999. "Classroom materials- commonly regarded as toys- are not just playthings to amuse children. Toys and other early childhood classroom equipment support a child's social, emotional, physical and intellectual growth." Lists of toys for infants, toddlers, preschoolers, and schoolagers.

- 31. Beginnings workshop: Learning materials.** Child Care Information Exchange, 1/2-05. A packet of articles on toys, toymaking and adapting toys for special needs:

"Recycled materials." Lella Gandini.

"A toy is born." Susan J. Oliver.

"Learning materials for children of all abilities: Begin with universal design." Kirsten Haugen.

"Toys and learning materials made by parents for children in Kenya." Stephen Kisingi Lenaiyasa.

"Training suggestions." Kay Albrecht.

- 32. Learning centers: Why and how.** Texas Child Care, Spring 2002. Organizing children's play into interest areas helps keep harmony in the classroom as children explore materials and practice skills in ways that support self-help. Lists of materials with which to supply learning centers.

Outdoor Toys and Activities

- 33. Garden basics.** TLC, May 12, 2003. Simple steps to guide the gardening experience with children.

- 34. Climbing onto the pyramid: Food and fitness with children.** Texas Child Care, Summer 2005. Use the vegetable produce from your garden as the tools in these child-lead sensory experiences.

- 35. Teacher-tested ideas for outdoor fun.** Karyn Wellhousen & Rebecca McMahon Giles. Texas Child Care, Summer 2005. Zesty ideas for traditional outdoor play, such as, trimming the trees with seashells, bells or old CDs, making wind chimes and sun catchers.

- 36. When a carton becomes a car: Encouraging imaginative play outdoors.** Margie Butler, Carolee Liss, & Peggy Sterner. Texas Child Care, Summer 1997. It costs 85% less to build a creative play space for children outside than it does inside. Activities which outside space should support and types of equipment can you make.

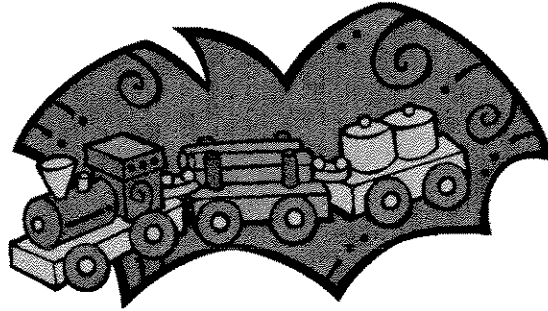
- 37. Supporting constructive play in the wild.** Francis Wardle. Child Care Information Exchange, 5/00. Constructive play is the type of play children engage in when building and making things. In order to do it, they need "loose parts". Toys that have only one way to be played with squelch constructive play, which is critical for developing problem-solving skills.

- 38. Getting kids moving.** Texas Child Care, Summer 2003. Some toys work best with group play, such as a parachute or bedsheet, an obstacle course, or ball play. Children are at risk of becoming obese due to sitting still too much; good toys help children choose to move.

INSTRUCTIONS FOR MAKING TOYS & EQUIPMENT

These are packets of articles containing patterns and instructions for building toys and equipment in the following categories:

- 39. Blocks
- 40. Indoor Play Equipment & Decorating Ideas
- 41. Infant-Toddler Pull Toys
- 42. Dollhouses & Doll Furniture
- 43. Dramatic Play Props
- 44. Outdoor Play Equipment
- 45. Puzzles & Games
- 46. Toy Storage
- 47. Vehicles
- 48. Woodworking With Children



Hi Lita,

This article is about how parents can introduce their kids to woodworking:

http://www.canadianhomeworkshop.com/toolbox/toolbox_workshop_kids.shtml

Some easy projects that parents might build for kids or with kids:

Father's day tie rack <http://www.canadianhomeworkshop.com/proj/tie Rack.shtml>

Noise making mower (kids' toy) http://www.canadianhomeworkshop.com/proj/noise_making_mower.shtml

Child's art easel http://www.canadianhomeworkshop.com/proj/easy_easel.shtml

Child's insect holding box (bug barn), build project with kids http://www.canadianhomeworkshop.com/proj/bug_barn.shtml

Kids coat rack http://www.canadianhomeworkshop.com/proj/coat Rack_kids.shtml

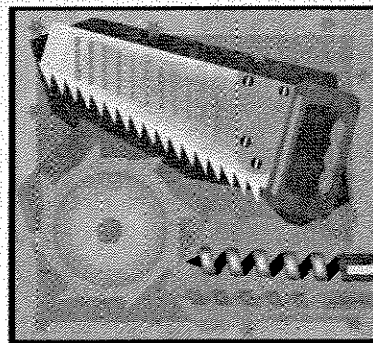
These articles are available on our website at
<http://www.canadianhomeworkshop.com/articles.shtml>

The ones I suggest are from 2005 and 2004, but you could take a closer look at those and other years. Anyone is welcome to come to our website to read the articles.

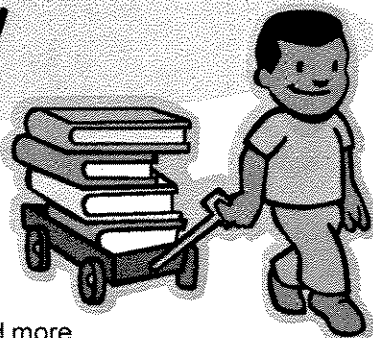
Good luck
Susan

Susan Peters, Associate Editor
Canadian Home Workshop Magazine

Transcontinental Media
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Tel: 416-733-7600 ext. 4456
Fax: 416-227-8298
<http://www.canadianhomeworkshop.com>



Books-to-Borrow



49. **1001 teaching props: Simple props to make for working with young children.** Everett, WA: Warren Pub. House, 1992. Fast, easy ideas. Illustrations.
50. **2's experience dramatic play.** Liz & Dick Wilmes. Elgin, IL: Building Blocks, 1995. Illustrated ideabook for the "house" corner and more.
51. **2's experience sensory play.** Liz & Dick Wilmes. Elgin, IL: Building Blocks, 1996. Illustrated activity plans for toddlers and two-year-olds designed to stimulate learning through sensory experience.
52. **Block play: The complete guide to learning and playing with blocks.** Sharon MacDonald. Beltsville, MD: Gryphon House, 2001. Constructive play is filled with problem solving situations that prepare children for later learning. Illustrated guide to understanding and supporting block play.
53. **The block book.** 3rd ed. Elisabeth S. Hirsch, editor. Washington, D.C: NAEYC, 1996. Each chapter is by a different play expert on an aspect of block play and what learning it supports.
54. **Building structures with young children.** Ingrid Chalufour & Karen Worth. St. Paul, MN: Redleaf Press, 2004. Children are natural builders. Learn how to guide children's explorations with blocks and to understand the physical science present in building block structures. (Book accompanied by trainer's video and trainer's guide).
55. **Creating child-centered materials.** Judith Rothschild Stolberg & Ellen R. Daniels. Washington, DC: Children's Resources International, 1998. Games, equipment and play props for children ages 3-6 years old to make. Accompanied by ideas for connecting with the child's home.
56. **Creating effective learning environments.** Karyn Wellhousen & Ingrid Crowther. New York: Delmar Learning, 2004. Photos help the reader grasp the authors' meaning as they describe the types of play, the teacher's role, the set up of the room, observation charts and much more.
57. **Do-it-yourself early learning.** Jeff A. Johnson & Tasha A. Johnson. St. Paul, MN: Redleaf Press, 2006. Easy and fun activities and toys from everyday home center materials. Directions for making each toy include: list of materials and tools, estimated building costs, helpful storage suggestions, and what is learned from each toy.
58. **Exploring water with young children.** Ingrid Chalufour & Karen Worth. St. Paul, MN: Redleaf Press, 2005. Children love to play with water. Learn how observing children's explorations will help you plan and guide play that will help them understand the physical science present in water. (Accompanied by trainer's video and trainer's guide).
59. **Getting started: Materials and equipment for active learning preschools.** Nancy Vogel. Ypsilanti, MI: High/Scope Press, 1997. Set up the learning environment by equipping areas for woodworking, sand and water play, music and movement, book and computer time, and more.
60. **Gizmos & gadgets: Creating science contraptions that work (& knowing why).** Jill Frankel Hauser & Michael P. Kline. Charlotte, VT: Williamson Pub, 1999. Provides instructions for making seventy-five contraptions that demonstrate friction, gravity, energy, motion, and other principles of physics, and explains for children ages 7 to 14 how to think like an inventor.

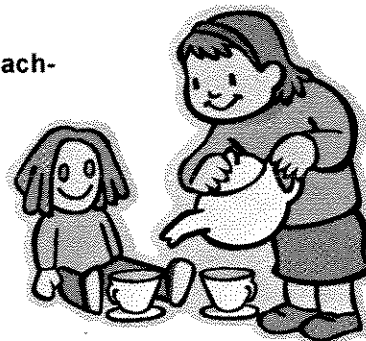


61. Learn and play the recycle way: Homemade toys that teach. Redleaf, Rhoda Redleaf & Audrey S. Robertson. St. Paul, MN: Redleaf Press, 1999. Filled with easy-to-follow instructions for making games and toys for children of all ages and how to introduce them to children.

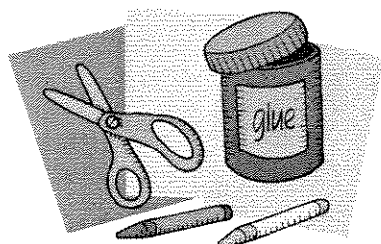
62. Learning through play: BLOCKS: A practical guide for teaching young children. Ellen Booth Church. New York: Scholastic, 1990. Activity plans and suggested children's book titles to enhance the activities. Illustrated.

63. Learning through play: DRAMATIC PLAY: A practical guide for teaching young children. New York: Scholastic, 1991. Illustrated activity plans for children ages 2-5 years. Messages for parents.

64. Learning through play: SCIENCE: A practical guide for teaching young children. Susan Bromberg. Kleinsinger. New York: Scholastic, 1991. Illustrated activity plans; suggested themes; ages and stages of science learning; setting up learning centers; sharing ideas with families; more!



65. Making toys for infants and toddlers: Using ordinary stuff for extraordinary play. Linda G. Miller & Kathy Dobbs. Beltsville MD: Gryphon House, 2002.



66. Making toys for preschool children: Using ordinary stuff for extraordinary play. Linda G. Miller & Kathy Dobbs. Beltsville MD: Gryphon House, 2002.

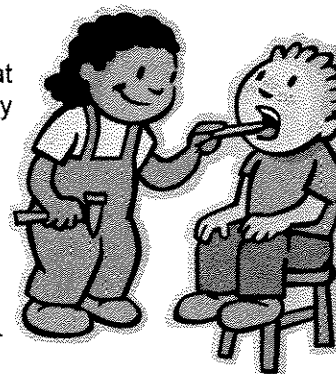
67. Making toys for school-age children: Using ordinary stuff for extraordinary play. Linda G. Miller & Kathy Dobbs. Beltsville MD: Gryphon House, 2002.

68. More than magnets: Exploring the wonders of science in preschool and kindergarten. Sally Moomaw & Brenda Hieronymus. St. Paul, MN: Redleaf Press, 1997.

69. The new language of toys: Teaching communication skills to children with special needs : a guide for parents and teachers. 3rd edition. Sue Schwartz & Sue Schwartz. Bethesda, MD: Woodbine House, 2004. Understanding the differences between receptive language, expressive language and speech will help you respond to children through play and especially assist those with language delays. How to carry on toy dialogues, brief conversations during play, that are for appropriate for month by month language changes, birth through 6 years.

70. Prop box play: 50 themes to inspire dramatic play. Ann Barbour & Mary Rojas. Beltsville, MD: Gryphon House, 2002. Props are items that enhance and encourage play. When grouped together, they become play kits for pretending the scene is a beach, circus, picnic, hair salon, castle, and more.

71. The right stuff for children birth to 8: Selecting play materials to support development. Martha B. Bronson. Washington, DC: NAEYC, 1995. A child's age and stage determines which toys work best. Good toys help children in more ways than just entertaining them.



72. Room to grow: How to create quality early childhood environments. [3rd ed.]. Margaret Puckett. Austin, TX: Texas Association for the Education of Young Children, 2002. Using and arranging space to best serve children at different ages: younger than 3 years, 3-5 years, and schoolage.

- 73. Sand and water play: Simple, creative activities for young children.** Sherrie West & Amy Cox. Beltsville, MD: Gryphon House, 2001. Besides instructions for setting up activities, includes tips and sample questions for initiating conversation with a child busy with play; words to highlight for vocabulary and concept development. Illustrated.
- 74. Small motor play.** Hodge, Mary Ann. Torrence, CA: Totline Publications, 1997. You can encourage your toddlers to develop small muscle control through the ideas in this book. You'll discover tips for using manipulatives and other toys for small motor play, plus ideas on selecting appropriate materials and using them safely.
- 75. Table & floor games: Easy to make, fun to play.** Liz & Dick Wilmes. Elgin, IL: Building Blocks, 1994. Includes complete patterns for figures and game pieces.
- 76. Teacher made materials that really teach!** Judy Herr & Dawn Tennyson-Grimm. Clifton Park, NY: Thomson/Delmar Learning, 2004. Well-organized plans for homemade games and teaching tools include goals, materials, directions, teaching strategies, and photos of finished projects.
- 77. Theme kits made easy.** Leslie Silk Eslinger. St. Paul, MN: Redleaf Press, 2002. Ideas for building a ring of connecting activities that encompass a child; how to create new theme kits with original topics by including the same elements. Simple stories such as, "Little Red Riding Hood", become the portal to exploring the subject of wolves, grandparents, sickness, safety rules, capes, foods, traditions, etc.
- 78. Tumbling over the edge: A rant for children's play.** Bev Bos & Jennifer Chapman. Roseville, CA: Turn the Page Press, 2005. Although babies are born with the innate desire to explore, as they grow, far too many children are prevented from running and discovering through natural activities. Children's play is most often directed by the rules and constrictions of adult-led play time and procedures. This book is intended to make adults rethink the environment and reconnect with authentic childhood experiences by supporting children's play wishes.



A Tribute to Jim Fullin 1947-2006

For nearly 30 years, Jim Fullin worked to improve the lives of the children and families of our state, making a quiet yet strong impact in everything he did. Jim served on the Madison School Board as well as the United Way of Dane County and the City of Madison Day Care Unit Advisory Board. Before retirement he served on the board of the Wisconsin Child Care Improvement Project. Through all of his efforts he realized the importance of advocacy for children's issues.

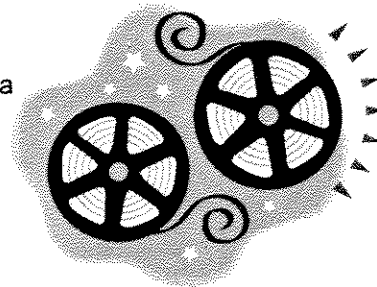
The Wisconsin Child Care Improvement Project has donated a book to CCIC in memory of Jim. We believe this book will continue to support Jim's work for years to come. As they use the book, providers will know Jim spent many years helping others provide the best care possible for our children.

The book is entitled Do-It-Yourself Early Learning, by Jeff A. Johnson and Tasha A. Johnson, and was published by Redleaf Press April 4, 2006. It is Item #56 in this newsletter.

Jane Ilgen, Executive Director
Wisconsin Child Care Improvement Project

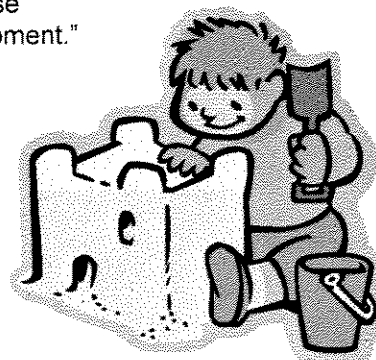
Audiovisual Materials-to-Borrow

- 79. BLOCK PLAY: CONSTRUCTING REALITIES.** Jean Chase, South Carolina Educational Television, executive producer. Washington, DC: NAEYC, 1993. VHS, color, 20 min. As we watch children happily construct and reconstruct block creations, we see that they are also constructing knowledge and developing skills they need to grow and negotiate their way through more complex learning experiences.



- 80. CHILD'S PLAY: HOW HAVING FUN TURNS KIDS INTO ADULTS.** Lake Zurich, IL: Learning Seed, 2004. Play is how children try out roles and test limits, how they develop basic physical and mental skills. Play is fun and free, yet also a dress rehearsal for adulthood. Play is the engine that drives child development.
- 81. CARING AND LEARNING.** Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1991. VHS, color, 23 min. + user's guide. Four family child care providers of differing backgrounds and means show how to provide developmentally appropriate programs and high-quality care in warm, loving environments. Caregivers arrange activities for children in nine different areas: blocks, toys, art, cooking, books, dramatic play, sand and water play, music and movement, outdoors.
- 82. CREATIVE CURRICULUM FOR EARLY CHILDHOOD.** Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1988. VHS, color, 37 min. Describes seven activity areas—blocks, house corner, table toys, art, water and sand, library corner, and outdoors—and shows how teachers can enhance children's learning through play in each of the areas.
- 83. EL CURRÍCULO CREATIVO (CREATIVE CURRICULUM FOR EARLY CHILDHOOD).** Spanish language. Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1996. VHS, color, 37 min. See description above.
- 84. FOUNDATIONS: THE VALUE OF UNIT BLOCK PLAY.** Rifton, NY: Community Playthings, 2000. VHS, color, 30 min. Educators discuss the benefits of using wooden unit block play with young children.
- 85. SAND & WATER.** Chester, N.Y.: Community Playthings, 2000. VHS, color, 7 min. Toddlers, preschoolers, and their teachers demonstrate the Community Playthings sand and water center focusing on the importance of play, what makes good playthings, gross motor play, usefulness of furniture to environment, interest areas, and dramatic play.

SCIENCE: ANYTIME, ANYPLACE SERIES. Barrington, IL: Magna Systems, 2000. VHS, color, 28 min. videotapes + workbook. "The most important aspect of science education for young children is that they learn to explore, to develop their own criteria, to make guesses of hypotheses about why things are the way they are, and to figure out how to prove these guesses. Learning scientific facts is not essential at this stage of development." These tapes show science activities in actual classrooms as teachers observe and comment on what 3- to 5-year-old children are doing and how they as teachers encourage and support children's efforts.



86. Tape 5: Motion and Machines

87. Tape 6: Water and Sand

Plan a PlayDay!

What is a PlayDay?



A PlayDay is fun! It is a day designed to draw attention to a range and diversity of play activities. A PlayDay will encompass everything from massive park events for thousands of children and adults to small picnics for little ones.

It is an opportunity for children, schools, child care centers, individuals, families, or communities to share in physical and mental challenges without the pressure of winning or losing the game. The point of a PlayDay is to play for the sake of playing, to challenge each individual, and to share in the joy of discovery and interaction.

Adults and many children have had the simple pleasures of play taken away by competitive and team sports. A PlayDay will offer a chance to go back to the times when one played just to play.

A PlayDay provides the opportunities to exercise the mind as well as the body. The games and activities challenge individuals to use their imagination to create new ways to play each game.

Even though some games and activities have rules, the rules are often modified or altered for the benefit of each group that is playing. A PlayDay offers games and activities for toddlers to grandparents, and all ages in between. Some games can be played by all ages, while others should only be played by specific age groups.

Play is the important element of the PlayDay. It requires little more than an imagination, and can continue until everyone is too tired to move. Every play event is successful in its own way.

PlayDays can take on many dimensions depending on the other events that are scheduled. If the day is planned totally around the PlayDay a wide variety of activities can be offered for different size groups.

If the PlayDay is a part of a larger event such as a Kidfest, Art Fair, Octoberfest, Springfest, or other community event, the games and activities will vary with the flow of the crowd and the specific mix of people. It is important to keep this factor in mind when planning the games and activities and the number of available play leaders, volunteers, or referees that will be needed.

Contributed by the International Play Association, <http://www.ipausa.org>, and

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HOW TO PLAN, ORGANIZE AND IMPLEMENT A PLAYDAY



Prepared by IPA/USA: The American Affiliate of the International Association for the Child's Right to Play*

Edited by: Joanne Dusel, Towson University, Towson, MD

Contributors: Marcy Guddemi, CTBI McGraw Hill, Monterey, CA; Tom Jambor, Playground Design Consultant, Birmingham, AL; Randy Smith, Forrec Design Associates, Cincinnati, OH; Duraid DA'AS, Community Design & Development Center, Cincinnati, OH; Ann O'Bar, Child & Parenting Specialist, Chickasha, OK; Nancy Eletto, Play Environments, Longmont, CO; G.H.C. Illustrations, Raleigh, NC.

Who Is Involved? How Are They Involved?

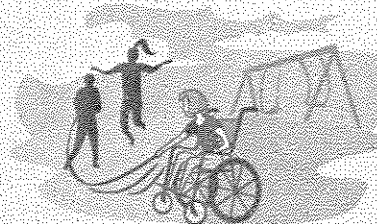
- **Kids, Adults, Parents, Grandparents:** can help plan, participate and/or supervise the games and tournaments.
- **Schools, Caregivers, Teachers:** schools can do their part by offering a place for the PlayDay to be held. In addition, they can provide a place to hold workshops for the planning committees. Caregivers and teachers can also assist by planning and/or supervising events.
- **PTA's (National or Local):** may lend a hand by sponsoring a playground/schoolyard safety evaluation event and/or playground building seminars/workshops. They may also want to aid in running some of the PlayDay events.
- **Public Officials:** can be on hand at the PlayDay to present awards for excellence in play or design, etc. They can also present Presidential, Mayoral, and/or Gubernatorial Proclamations and/or Declarations, etc.
- **Corporations, Businesses:** can donate equipment, money, staff, food, etc.
- **Media (Newspapers, Magazines, Television, Radio):** is an important part of the PlayDay. Newspapers and magazines can run articles and ads before and after the PlayDay. Television and radio programs can air reports on the PlayDay event before, during and after the event.
- **Scouts, Community Organizations:** can help plan and/or supervise the PlayDay event. They might also want to take this opportunity to run contests/benefits such as ball bouncing, hula hoops, etc. for their organization during the PlayDay.
- **Universities, Colleges, Students, Faculty:** can sponsor a conference about play for the community. In addition, universities and colleges may want to volunteer their campus' for the PlayDay event. Students and faculty can also assist by planning and/or supervising events.
- **Recreation Centers:** could donate their facilities for PlayDay activities.
- **Design Agencies:** may possibly support the PlayDay by creating bumper stickers to give out during the event or to screen tee-shirts for the Play Leaders/volunteers. They could also print and post fliers announcing the event around town.

**To find out more about the IPA/USA organization and its goal to protect, preserve, and promote play as a fundamental right for all humans, go to: www.ipausa.org.*

General Considerations

1. Site

- The site can be indoors and/or outside.
- The site will determine the appropriateness of certain games due to the surface material. Games played on grass can be much more physical and challenging than games played on asphalt or on a gymnasium floor. At the same time, games played indoors can be oriented toward bouncing and skill activities. In any case, it is important that the games are appropriate for the flooring surface(s) available.
- An outdoor site should have protection from the sun (i.e. a canopy) and in case of inclement weather, the elements.
- If at all possible, an indoor site should have some soft surface for little people or to accommodate physical games played by others (i.e. a gymnastics mat).



2. Age Groups

It is best to play games with age groups divided into "little people," "middle people," and "big people".

- "**Little People**," are toddlers up to age five or six.
- "**Middle People**," are from six to twelve years.
- "**Big People**," are thirteen to adult.

The divisions are more for motor and physical development than anything else. It is very easy for a teenage boy or girl to run down a five year old!

The age group divisions are also for different types of play. Toddlers are more interested in solo play and one on one play, whereas teens and adults like active team type games.

3. Play Leaders

- Play Leaders are very important for a successful PlayDay. They can be teachers, administrators, childcare workers, parents, or community volunteers. They are there to promote safety and create free flowing games throughout the day. The Play Leader can change games or activities to make them simple or more challenging and fun, by inserting his or her imagination into the game when they see fit (i.e., add a new game or change the current game to alleviate lulls in the play due to the abilities and attitudes of the players), or they can allow the players to change the game).
- The Play Leaders supervise activities and make creative suggestions for greater participation. Most of the time the players will self-referee, but occasionally a game will need a ruling. Since most of the games do not have winners or losers, the ruling can have a twist, or the Play Leader can allow the teams to decide by a vote. In some cases, the activity can just be started over.
- The Play Leaders also make sure that overly physical players do not overdo it. Older children and many adults do not know when they are playing beyond the ability of the rest of the players. A subtle hint by the Play Leader can make the game more fun for the other players and ensure that nobody gets hurt.
- Once in a while a player will not cooperate or plays to hurt someone. Unfortunately, the only choice for the Play Leader is to warn the player and then ask that player to stop playing until the next game. This choice is not fun for anyone, but safety and enjoyment of the rest of the players is much more important.

4. Games*

The type of games played must be determined for each play site and play group.

- Indoor games will differ from outdoor games.
- Hard surface games will differ from soft surface games.
- "Little people" games will differ from "big people" games.

If it is impossible to determine the site characteristics or the specific age groups, then a wide variety of games must be planned.

Remember, it is better to eliminate a game rather than have an injured player.

If the players do not understand a game or do not seem to enjoy the rules, change the rules or play another game. The nice thing about a PlayDay is that the games and activities are not set in stone. When organizing the game schedule, plan to alternate between active and passive games. This is important for a number of reasons:

- It will give both players and Play Leaders an opportunity to rest.
- If the PlayDay is combined with another event (i.e., Kidfest, Octoberfest, or other community event), a mix of new players will result. So instead of trying to place the new players into an existing game, just start a new game (unless the old game is almost over. In the case, tell the new players to wait, or come back when you anticipate the game to be over).
- Some games are much more popular and attract large crowds of players than others. If there are too many players in an active game for the Play Leaders to manage, alter the rules or end the game to prevent someone from getting hurt.

Possible games/activities:

LITTLE PEOPLE

- jump roping
- parachute games
- balloon toss
- sidewalk chalk drawings
- face painting
- pretend play (i.e. house)
- drawing/finger painting, etc.

MIDDLE PEOPLE

- parachute games tug of war
- balloon toss
- face painting
- cooperative games
- jewelry making
- sand art

BIG PEOPLE

- balloon toss
- tug of war
- tag games
- face painting
- cooperative games**
- jewelry making
- sand art

*Although PlayDays can include many activities (e.g. adventure play activities, face painting, arts and crafts, other sports events, food, etc.), the focus of the PlayDay is on noncompetitive games and activities.

**Cooperative game resources can be found in the resource section of this document.

Resources for Cooperative Games

- Fluegelman, A. (1976). *The new games book*. Garden City, NY: Doubleday.
- Fluegelman, A. (1981). *More new games*. Garden City, NY: Doubleday.
- Glover, D., and Midura, D. (1992). *Team building through physical challenges*. Champaign, IL: Human Kinetics.
- Midura, D., and Glover, D. (1995). *More team building challenges*. Champaign, IL: Human Kinetics.
- Grineski, S. (1996). *Cooperative learning in physical education*. Champaign, IL: Human Kinetics.
- Orlick, T. (1978). *The cooperative sports and games book*. New York, NY: Pantheon Books.
- Rohnke, K. (1984). *Silver Bullets*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Rohnke, K. (1989). *Cowstails and Cobras II*. Kendall/Hunt Publishing Company.
- Rohnke, K., and Butler, S. (1995). *Quicksilver*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

5. Equipment

- The equipment for a PlayDay should be as simple and inexpensive as possible. The message to participants is that it is not necessary to purchase specific and costly equipment to play. An imaginative mind is the most valuable piece of equipment on the field.
- Any equipment used should be easily replaceable in the event of breakage or loss. If possible, it should be recycled from other uses.

Some equipment that can be used:

GAME:

- parachute games
- tug of war
- balloon toss
- jump roping ropes
- side walk chalk drawings
- face painting
- pretend play
- drawing/finger painting
- jewelry making
- sand art
- general

EQUIPMENT:

parachutes, foam/tennis balls

long rope

water balloons, hose

different length jump

different colored chalk

paint, brushes, water

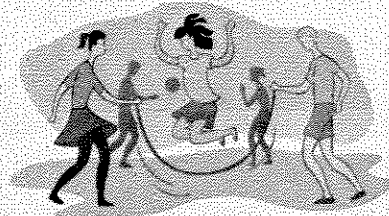
pallets, pots, pans, clothes, etc

paper, safety scissors, glue, finger paints, water, pencils, erasers, markers, crayons, smocks

depends on jewelry being made (earrings, bracelets, rings, necklaces, key chains, picture frames, etc.)

different colored sand, shallow containers

paper, glue and/or bottles, necklace bottles, etc. duct tape, knife, cardboard boxes, sunscreen, first aid kit, water cooler, hand cart, long rope



Additional Resources

- Frost, J. (1992). *Play and Playscapes*. Albany, NY: Delmar Publishers Inc.
- Miller, K. (1989). *The outside play and learning book*. Mt. Rainer, MD: Gryphon House, Inc.
- Nelson, E. (1985). *Singing and dancing games for the very young*. New York, NY: Sterling Publishing Co., Inc.
- Rockwell, R., E. Sherwood and Williams, R. (1983). *Hug a tree and other things to do outdoors with young children*. Mt. Rainer, MD: Gryphon House, Inc.
- Rogers, F. and Head, B. (1975). *Mister Rogers' playbook: Insights and activities for parents and children*. New York, NY: Berkley Publishing Corporation.
- Singer, D. and Singer, J. (1985). *Make believe games and activities to foster imaginative play in young children*. Glenview, IL: Scott, Foresman and Company.

Compiled by Frank Forencich

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Got Dirt? Gardening Training Continues in 2006



"Got Dirt?", a program designed to train school teachers and child care providers in the fundamentals of starting and maintaining fruit and vegetable gardens for youth, is set to continue in 2006. Last year, over 300 individuals attended training sessions in seven locations around Wisconsin. This spring, training sessions will be held in the following counties: Eau Claire, Columbia, Milwaukee, Outagamie, and Wood. Those who attend the training sessions will receive a Got Dirt? Garden Toolkit in addition to valuable hands-on gardening information provided by area Master Gardeners.

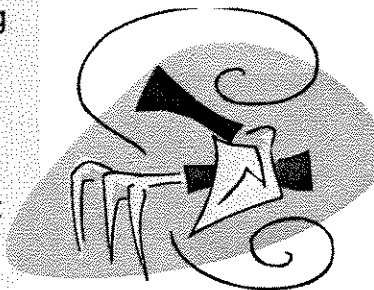
Child care providers can attend a training session. To find out about locations, scheduled trainings and to pre-register for these sessions, please call Joanne McCluskey at (608) 266-3891 or via email at mcclujm@dhfs.state.wi.us. Tuition for these classes will be covered through funding made possible by the University of Wisconsin Medical School's Wisconsin Partnership Fund.

If you are thinking about starting a child care garden and are unable to attend a training in one of these counties, a downloadable copy of the toolkit and youth garden resources can be accessed at:

<http://dhfs.wisconsin.gov/health/physicalactivity/gotdirt.htm>



For additional assistance with starting a garden, contact your county UW Extension Office for information on how to connect with volunteer Master Gardeners in your area. To locate your county UW Extension Office visit: <http://www.uwex.edu/ces/cty/>.



*I have never had
so many good ideas
day after day
as when I worked
in the garden.*

~John Erskine

Licenser Wendy Kaplan from the Southern Regional Office writes, "Health Kids Healthy Care has a website that has a lot of information that I thought you might be interested in having as a resource." Go to: www.healthykids.us. This user-friendly website is maintained by the National Resource Center for Health and Safety in Child Care. It offers an **overview of standards** from other states and links to contacts, plus **advice for dealing with children's illnesses and other health, safety and hygiene issues.**

Child care provider and center director Christine Maestri shares, "Catalogs are a great resource for both parents and children. I like **educational catalogs** as they have an inventory of items and projects one does not see in stores. Two of my favorite catalogs are Magic Cabin and Child of the World. Magic Cabin is created by Waldorf people and Child of the World is created by Montessori people. The combination of the two is delightful. Both of the catalogs have moderate to expensive pricing. But do not let that deter you. Use the catalogs for ideas for you to do with your children, for ideas you can make for or with your children, or as an alternative for family and friends for selecting birthday and holiday presents. To order Magic Cabin go to their website www.magiccabin.com or call 1-888-623-6557 and www.michaelolaf.com or call 1-888-880-9235. Child of the World costs \$6 but it is well worth it for it has an excellent text on the Montessori philosophy as well as a thorough offering of projects, toys and materials."

Find free craft patterns at: www.freepatterns.com/pages/join_now.html?source=001FRP

Woodworking for Women free e-letter, by Woodworking for Women magazine, brings you woodworking information once every three weeks at <http://promotions.drnetwork.com/newsletters/woodworking/index.html>

Information on the best in toys and educational products can be found at: www.drtoy.com, as well as articles, resources, and toy-related links. Toy expert Dr. Stevanne Auerbach, also known as Dr. Toy, has selected as commendable over 3,000 toys and children's products displayed with product descriptions and images, and company contact information. This award-winning site is a free public service provided by The Institute for Childhood Resources, a not-for-profit organization directed by Dr. Toy, author and expert in play, toys, children's products, education, parent education, child development, child advocacy, child psychology, child care and special education.

Dr. Toy's Tips for Keeping Toys Clean and Safe

- Watch for small parts, sharp edges, loose ties, or other possible dangers for small children under the age of 3.
- Be sure products are labeled "nontoxic."
- Cover exposed electric sockets. Watch for loose electric wires and other potential household hazards.
- Toys that are handled frequently by infants and toddlers should be cleaned and disinfected daily or when soiled, to prevent the spread of germs.

Follow these steps to disinfect washable, colorfast toys:

1. Wash toys in soapy water, then rinse thoroughly.
2. Clean toys with a solution of 3/4 cup household bleach in 1 gallon of water. Let them stand for 5 minutes.
3. Rinse completely and dry.

Let's play!

By Dr. Stevanne Auerbach, from the Dr. Toy website, <http://www.drtoy.com>

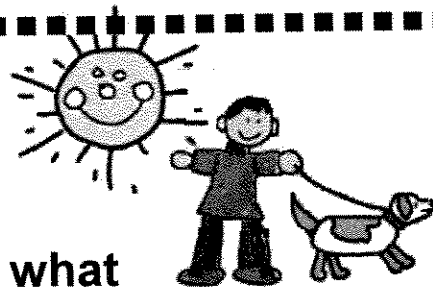
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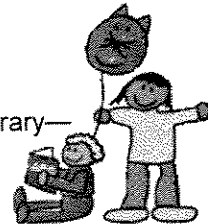
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